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ABSTRACT

This teaching unit, Introduction to Clothing Design, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten clothing design lessons give some background information related to clothing design and explore job responsibilities connected with the clothing designer. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#50

A CAREER EDUCATION UNIT FOR FIFTH AND SIXTH GRADE

INTRODUCTION TO CLOTHING DESIGN

(Fine Arts and Humanities Career Cluster)

November, 1977

CE025584

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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FINE ARTS AND HUMANITIES
CAREER CLUSTER:

INTRODUCTION TO CLOTHING DESIGN

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Fine Arts and Humanities Career Cluster

INTRODUCTION TO CLOTHING DESIGN

RATIONALE

Children are continually surrounded by, and exposed to products created by clothing designers. Through this unit, they will gain a better understanding of the term fashion designer, become aware of the many tasks involved in a career of this nature.

They will experience activities which give some background related to clothing design. Job responsibilities connected with the clothing designer are explored.

GOALS

Through this unit, the students will:

-Become aware in simple terms what fashion means.

-Become familiar with the many tasks involved in becoming a clothing designer.

-Understand a simple design problem.

-Become aware of career opportunities available to a person pursuing this field.

-Become familiar with other areas of businesses which are closely related to the world of clothing design.

-Become familiar with some personalities involved in the field of fashion and how their creations are appreciated and utilized by the consumer.

-Relate school skills to the skills used by the clothing designer.

PERFORMANCE OBJECTIVES

By the end of this unit the students will be able to:

-Name 4 school skills used by the clothing designer.

-Name 3 tasks involved in becoming a clothing designer.

-Name 2 areas a clothing designer may pursue as a career.

- State in simple terms what fashion means.

-Name 3 problems involved in creating a garment.

-Name 2 designers in the fashion world.

-Name 2 other businesses related to fashion design.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of a clothing designer.

1. What is a clothing designer?

2. What are some of the things a clothing designer learns during training?

3. How many specialized areas of clothing design can you name?

4. In what ways do school subjects (math, reading, art, science, music) relate to clothing designers?

5. What is meant by fashion?

6. Where are some of the places you might find creations done by famous clothing designers?

7. Can you name a famous clothing designer?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films, as listed.
-Filmstrips, as listed.
-Books, as listed.
-Tape recorder and tape.
-Film projector, Filmstrip projector.
-Task cards.
-A variety of art supplies and paper.
-Fashion magazines.

Films:

Clothing Around the World
Clothes We Wear
How Clothing Is Made

Filmstrips:

How Cloth Is Made
Designing Cloth for Clothes
Where Cloth Comes From

Other related filmstrips which might be used in this unit:

Clothing and Textiles
Materials for Clothing
Story of Cotton
Story of Wool

Books:

Title	Dewey #	Author
How We Get Our Clothing	687	McCall
How We Get Our Cloth	687	McCall
The True Book of Cloth	677	Nighbert
Your World - "Let's Visit a Clothing Factory	687	

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	1280	Cotton from Fiber to Fabric (7-12)
	FS	1281	Creating Your Own Style (7-12)
	FS	1284	Fashion and Style (7-12)
	FK	1285	Fashion Sewing the Bishop Way (7-12)
	FK	1280	Figure Flattery through Optical Illusion (7-12)
	MP	560	Silk-Cocoon to Clothing (4-8)

COMMUNITY RESOURCES

Spencer of California; designers of children's clothes; Tehachapi; 822-3518.
Crystal Closet; Carol Hall; designer and owner; 1925 K Street; Bakersfield; 325-5151.
Home Economics Department; Bakersfield College; Carol Sharp; 395-4561.
Roger Upton; Costume Designer; contact June Gaede at North High School; Bakersfield for arrangements.

Note: When a guest speaker agrees to visit the class, the list of questions page 22 should be sent so they can prepare related materials.

INSTRUCTIONAL STRATEGY: LESSONS 1-12

Lesson 1

PURPOSE

To develop an understanding of the meaning of fashion in simple terms as is related to the clothing world.

MATERIALS

1. Worksheet 1 (one per student).
2. Worksheet 2 (one per student).
3. Scissors and paste.
4. Film or filmstrip about clothing fashions, if available. (See suggestions in Instructional Materials section.)
5. Film projector.

INTRODUCTION

Say: "Today we are going to start an interesting study of fashion design. However, in order to understand many of the things we'll be involved in, we need to learn in simple terms what fashion is and what causes it. Webster's Third International Dictionary says fashion is 'The prevailing or accepted style or group of styles in dress or personal decoration established or adapted during a particular time or season.' In simple terms this means the style that is most popular at any given time. Each of you have a worksheet and at the top of each section you have a particular area related to fashion. You also have a list of things that fit under each area; as the things are discussed I want you to cut them out and paste them under one of the headings. Use your own judgement as to where you think they should go."

CLASS ACTIVITIES

1. Have materials passed out.
2. Read each item on the list and give students time to cut them and paste them in the area of their choice.
3. View film, if available.

SUMMARY

Have a few students to pick one of the areas and read the things they placed under that heading. Class can discuss reasons why they feel the placements are right and also discuss interesting points from the film.

Worksheet 1
(Use with Lesson 1)

Ditto a copy for each student.

Why people buy fashions	What causes fashion	Different occasions for fashion

Worksheet 2
(Use with lesson 1)

Ditto a copy for each student.

Reasons related to fashion:

a. a particular kind of weather

b. sports events

c. travel

d. dances or balls

e. plays

f. addition to wardrobe

g. colors of the season

h. working apparel

i. hemlines change

j. styles change

k. climate of living area

l. time in which a person lives

m. change of interests

n. copying the dress of an admirer of yours

o. price range of fashions

p. personal needs

q. keeping up with the Joneses

r. viewing fashion shows

s. viewing fashion magazines

t. new fabrics introduced

u. new fabric prints

v. new accessories

w. popularity of any particular style

Lesson 2

PURPOSE

To engage students in activities which will familiarize them with some of the tasks involved in the training of a person pursuing a career in clothing design.

MATERIALS

1. Task cards 1 through 6. Check task cards for materials needed in this lesson.

INTRODUCTION

Say: "Today we are going to work in groups and engage in activities the clothing designer does when training for the job."

CLASS ACTIVITIES

1. Choose about 7 students to work on activity for each task card.
2. Have each group go over their task card to make sure they understand the task.
3. Stress to the class to have someone from each group to be ready to tell the class what they have learned from their experience.

SUMMARY

Children discuss group activities and put work up for display.

Lesson 3

PURPOSE

To engage students in activities which will familiarize them with other areas of training related to the clothing designer.

MATERIALS

1. Task cards 7 through 10. Check task cards for materials needed in this lesson.
2. Film or filmstrip about how clothes are made. (See suggestions in Suggested Materials section.)
3. Projector.

INTRODUCTION

Say: "Yesterday we discovered some of the things a clothing designer does when in training. Today we will continue our study by doing other interesting activities necessary in the training of a clothing designer."

CLASS ACTIVITIES

1. View filmstrip and discuss.
2. Choose about 7 children to work in each area designated on task cards.
3. Have each group go over task card to make sure they understand the task.
4. Each group should have someone ready to tell the class what they learned from their experience.

SUMMARY

Children discuss group activities and put work up for display.

ASSIGNMENT FOR TOMORROW

Announce to children that swatches of different kinds of material play an important part in tomorrow's lesson. Have them bring as many kinds as possible for the next lesson.

Lesson 4

PURPOSE

To give students an experience in being involved in an activity which will familiarize them with a design problem related to a particular wearing apparel.

MATERIALS

1. Worksheet 3 (1 per student).
2. Crayons or markers.
3. Manila 9 x 12.
4. Pencils and erasers.
5. Swatches of material (silk, cotton, wool, fur, etc.).

INTRODUCTION

Say: "When designing wearing apparel many things must be considered:

a. what kind of weather the garment is for,
b. what occasion the garment is for,
c. kind of material to be used,
d. lines and shape of garment (seams, length, pleats, gathers, pockets, neck style, buttons, etc.),
e. color and texture,
f. how it is to fit,
g. what kind of final details are going to be used (stitching outside, splits if any, pleats, buttons, hems, etc.).

Today considering most of the things involved in creating a garment, you will create your own by answering questions as you create your piece."

CLASS ACTIVITIES

1. Pass out materials.
2. Teacher circulates as children work and assists when necessary.

SUMMARY

Choose a few children to share their creations.

Worksheet 3
(Use with lesson 4)

Ditto one for each student.

A Simple Design Problem

1. What kind of weather will the garment be worn in?

2. What's the occasion for the garment?

3. What kind of materials will you use?

4. How will the garment be shaped (lines, seams, pleats, cuffs, gathers, pockets, neckline, hemline, etc.)?

5. What colors will you use?

6. Will it fit tight or loose?

7. What final touch will you use (outside stitching, kinds of buttons, hems, etc.)?

Lesson 5

PURPOSE

To familiarize students with other related careers involved in the world of fashion design.

MATERIALS

1. Information Sheet 1 (for reference).
2. Worksheet 4 (one per student).
3. Pencils and erasers.

INTRODUCTION

Say: "Today we are going to discover some of the jobs available to persons interested in working in the fashion world. I will read the duties of each job and you are to place the number I call off by the job you think the duty fits."

CLASS ACTIVITIES

1. Teacher reads off the job duties and students record corresponding numbers beside the jobs they think they are related to.
2. When activity has been completed teacher reads off the correct answers and children check their work.

SUMMARY

Choose a few students to evaluate their responses, as to correct and incorrect responses.

Information Sheet 1
(Use with Lesson 5)

Jobs of the Fashion World and Duties

1. Costume designer: one who creates fashions for films, stage plays and other activities of tis nature.
2. Fashion photographer: photographs garments and other accessories related to a fashion magazine or other media for selling purposes of manufacturers.
3. Fashion editor or assistant: shop in various local areas as well as abroad, selecting and featuring styles that interest readers of magazines.
4. Fashion consultant: an individual who gives professional advice related to fashion or services to private businesses or large corporations related to fashion.
5. Fabric designer: one who has the ability to create expression through textiles and possesses a wide range of information about fabrics.
6. Fashion illustrator: draws pictures of finished garments and accessories for fashion magazines and newspapers and other communication media.
7. Model: a trained person capable of wearing garments in such a fashion, that become appealing to others for various reasons.
8. Fashion seamstress: sews or assembles the creations of the fashion designer. A person in this field could also be trained in pattern making.
9. Buyer: travels, observes and picks fashions that are promising in relation to consumer purchases.
10. Dresssalesperson: shows fashions in many forms to big corporations.
11. Teacher: gives instruction in all phases of the fashion world.
12. Display man: plans and puts together displays in store windows and display cases.
13. Fashion reporter: one who specializes in reporting fashion news to magazines or newspapers.

Note: when reading remember to read <u>only</u> duties not the job name.

Worksheet 4
(Use with Lesson 5)

Ditto one per student.

Jobs of the Fashion World

		Number
a.	fashion photographer	_____
b.	fashion consultant	_____
c.	model	_____
d.	costume designer	_____
e.	fashion editor or assistant	_____
f.	fabric designer	_____
g.	model maker	_____
h.	display man	_____
i.	dress salesperson	_____
j.	buyer	_____
k.	fashion reporter	_____
l.	fashion seamstress	_____
m.	teacher	_____

Lesson 6

PURPOSE

To develop children's ability to understand how various motivational factors affect the choice of an occupation through a simple survey.

MATERIALS

1. Information Sheet 2 (for teacher use).
2. Worksheet 5 (one per student).

INTRODUCTION

Say: "We have been studying about the fashion world and many jobs are available in this field. When people choose a job, they usually make their choice because there are duties related to this job which they enjoy doing. Today we will take a survey to see what kinds of things you enjoy, to see which of the areas you might best fit in."

CLASS ACTIVITIES

1. Tell students to be as honest as possible when they are answering the questions.
2. Pass out survey and give students ample time to complete.
3. Using the information sheet, help children discover which area they might work in.

SUMMARY

Ask for class discussion, if any, and inform them that in next lesson they will be involved in activities which relate to the job of their choice.

Information Sheet 2
(Use with lesson 6)

1. Costume designer:
   likes working with people,
   artistic talent,
   likes the atmosphere of the stage world,
   likes sewing and putting things together.

2. Fashion photographer:
   likes working with cameras,
   likes working with people,
   artistic ability,
   ability to accept criticism,
   patience,
   neatness.

3. Fashion illustrator:
   should have an interest in clothing and fashion plus an above average ability in art,
   getting along with others is important and ability to accept critisism,
   patience,
   neatness,
   natural knack for creativity.

4. Fashion editor:
   enjoys travel,
   good fashion judgement,
   enjoys working with people,
   artistic and writing ability,
   patience.

5. Fashion consultant:
   a person well-informed on prevailing fashions,
   creative ability,
   love for travel,
   ability to get along with others,
   good fashion judgement,
   enjoys working with people,
   ability to give professional advice on fashion.

6. Fabric designer:
   artistic talent,
   good sense of color and line,
   creative ability,
   imagination,
   good eye and hand coordination,
   patience,
   ability to get along with others.

7. Fashion seamstress:
   good eye and hand coordination,
   patience,
   ability to get along with others.

8. Buyer:
ability to get along with others,
love for travel,
aggressive personality,
good self-image.

9. Dress salesman:
aggressive personality,
ability to get along with people,
patience,
good self-image.

10. Model:
love of clothes,
good eye for color combination,
good body carriage,
ability to get along with people and accept criticism,
attractive physical features.

11. Teacher:
above average artistic talent,
pleasing personality,
a sincere desire to help others learn,
a liking for people,
patience and understanding,
good health,
emotional stability.

12. Display man:
artistic talent,
imagination,
good color sense,
good eye and hand coordination,
a good eye for attractive displays,
get along with people,
good self-expression.

Worksheet 5
(Use with Lesson 6)

Ditto one per student.

Survey Sheet

	Above Average	Average	Below Average
1. Enjoys being around people.			
2. Average artistic ability.			
3. Good eye and hand coordination.			
4. Has fun with cameras.			
5. Enjoys travel.			
6. Likes to do creative writing.			
7. Ability to accept criticism.			
8. Good fashion judgement.			
9. Possesses quality for patience.			
10. Has an interest in good dress habits.			
11. Neat in appearance.			
12. Enjoys any form of stitchery.			
13. Enjoys acting or working with plays.			
14. Likes to draw or paint.			
15. Enjoys looking at fashion magazines.			

Worksheet 5 cont.

	Above Average	Average	Below Average
16. Good sense of color.			
17. Good posture.			
18. Enjoys helping people learn.			
19. Good imagination.			
20. Good self-expression, oral and written.			

Lesson 7 (Continuation of Lesson 5)

PURPOSE

To get students involved in activities related to other jobs in the world of fashion.

MATERIALS

1. Task cards 11 through 14. Materials for this lesson are listed on task cards.

INTRODUCTION

Say: "Yesterday we took a small survey to find out which job area we might like to work in related to the fashion world. Today we are going to be involved in activities which are involved in the different types of jobs.

CLASS ACTIVITIES

1. Read the different tasks for each card and let two or three students work at each task.

2. Stress that they should have someone available from each group to tell the class about their experience.

SUMMARY

Choose a student from each task performed to tell about their work. Choose some of the material to display along with other work from the previous lessons.

Lesson 8

PURPOSE

To expand the students knowledge of the world of fashion by introducing them to some of the other businesses involved.

MATERIALS

1. Task cards 15 through 18.
2. Library books about clothing production.
3. Films or filmstrips about how clothing is made.

INTRODUCTION

Say: "When a designer creates fashions many things happen between the artist's creation on paper and the actual purchase of the final garment. Today we will view a film and read a few books which will help us to understand this chain of production."

CLASS ACTIVITIES

1. View film.
2. Read book and discuss different jobs involved.
3. Assign groups to do research designated on individual task cards.

SUMMARY

Have students give their reports to the class. If it is possible to arrange to have a speaker talk about clothing merchandising, inform the class. (See suggestions in Community Resource section.)

Lesson 9 (Continuation of Lesson 8)

PURPOSE	To expose the students to a lecture and demonstration from an expert in one field of the fashion world, a clothing merchandiser.
MATERIALS	1. Guest speaker.
INTRODUCTION	Say: "Today we have Mr./Mrs. _____ as our guest speaker. Listen carefully to what our guest has to say and be thinking of questions you'd like to ask after the talk."
CLASS ACTIVITIES	1. Listen to speaker.
SUMMARY	1. Discussion session with students questions. 2. Have students write thank you notes. It should include something that especially interested them about the talk.

Sample Form of Letter to Guest Speaker:

Dear _____,

We are delighted you are willing to take time to visit our classroom. We will be expecting you _____, at _____, at _____.

I suggest the following questions as a guide for helping in your presentation:

1. What your job is in relation to the world of fashion?
2. Does your job require that you travel? If so, why?
3. What kinds of school-learned skills are necessary to your work (math, reading, language, social, artistic and physical)?
4. What made you choose such a profession?
5. Any samples of materials used when performing your job would be helpful.

If you wish to bring materials for demonstration we will arrange to have students carry them from your car.

We appreciate your cooperation and look forward to your visit.

Sincerely,

_____

Lesson 10

PURPOSE

To expose students to some of the fashion world personalities and creations.

MATERIALS

1. Vogue pattern books.
2. Magazines:
   Glamour
   Vogue
   Harper's Bazaar.
3. Manila 12 x 18.
4. Scissors.
5. Glue or paste.
6. Task cards 19 through 22.

Note: For task card 19, the teacher will need to fill in the name of an available filmstrip.

INTRODUCTION

Say: "We have talked about designer and other related jobs. Today we are going to involve ourselves in activities which will help us to know some of the personalities involved in the fashion world."

CLASS ACTIVITIES

1. Read task cards and have students choose the area they would like to work in and give them the opportunity to perform their task (2 or 3 groups could work on task card 20.)

SUMMARY

Select a few students from each area to give a report on their findings.

Lesson 11

PURPOSE

To develop pupil's awareness of the relationship of school-learned skills which relate to jobs in the fashion world one might pursue.

MATERIALS

1. Butcher paper, with 3 sections headed:
   academic
   social
   artistic
2. Marker.
3. Ditto (optional): Information Sheet #1.

INTRODUCTION

Say: "Now that we are familiar with many of the jobs related to the fashion world let us see if we can construct a large chart and list some of the skills we have learned in school, which might help us if we were to apply to one of the jobs."

CLASS ACTIVITIES

1. List the three general skills areas (academic, social, artistic) as headings on butcher paper. Review their meaning; then encourage the children to list as many school skills as possible under each heading (some will overlap).
   OR
2. Individual children could choose a job and list as many school-learned skills as they can for that particular job.

SUMMARY

Children can discuss the skills as they are related to a particular area or give individual reports.

Lesson 12

PURPOSE

To evaluate class awareness of the field of clothing design. Responses may be taped or written and compared to responses on the pretest.

MATERIALS

1. Questions on pre-test.
2. Tape recorder or duplicated copies of the Entry Level Assessment.

INTRODUCTION

Say: "Today we'll find out how much we've learned about the field of clothing design."

CLASS ACTIVITIES

1. Discuss questions and tape responses.
   or
   Take written test.

SUMMARY

Children should feel free to talk about the things they've enjoyed about this unit, also likes and dislikes.

IMAGINATION

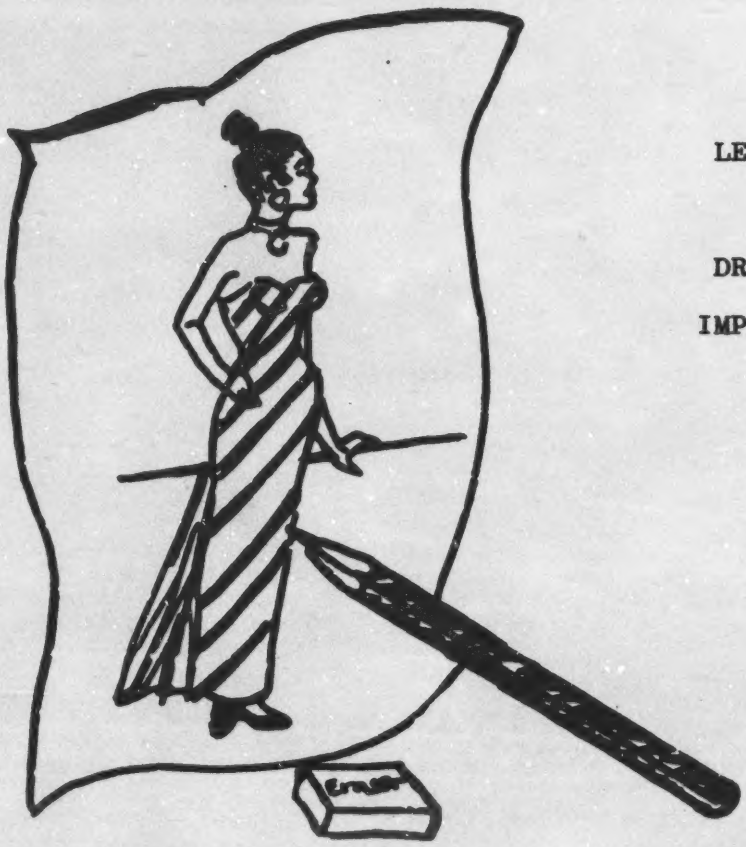
IS

WHAT YOU NEED!

You need:

1. manila 9 x 12
2. pencil & eraser
3. watercolors
4. paper towels
5. water

Imagine you've been asked to design an evening dress for an important lady to wear to the Oscar awards. Using the materials above, create your own outfit. Try to be as creative as possible.



LEARNING

TO

DRAW IS

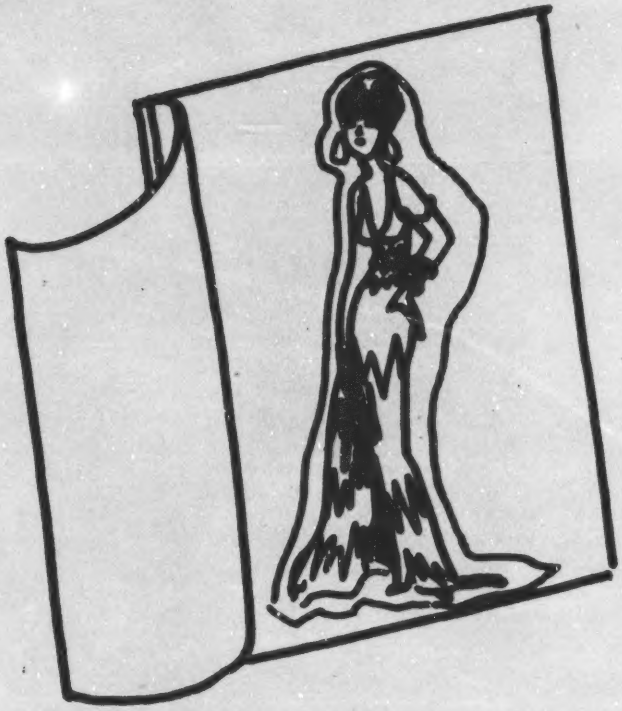
IMPORTANT!

You need:

1. pencil & eraser
2. manila 9 x 12

Just for drawing practice, which is important to the fashion designer, look through a fashion magazine, find a good model and draw the creation and model freehand. Remember men's fashions too!

Task Card 3



CHOOSING

COLORS

You need:

1. fashion magazines
2. scissors
3. paste
4. manila 9 x 12

Look through magazines and find three creations that have colors you think look well together. Cut them out, paste them on your paper. On the back write why these creations were your choice.

PUTTING COLORS
TOGETHER TO
COMPLETE A GARMENT

You need:

1. fashion page from newspaper
2. crayons

Using 1 or 2 drawings from a newspaper fashion page, choose colors of your choice, and create your own color combination for the whole outfit, or both outfits.

ACCESSORIES

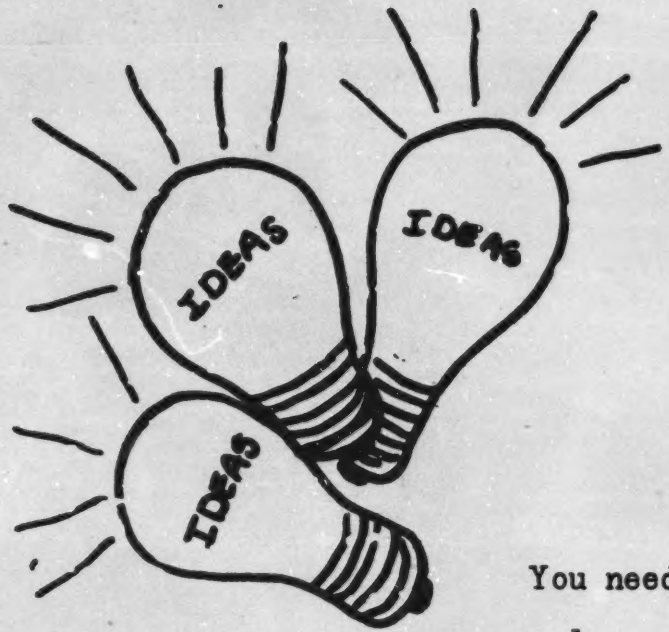
ARE

IMPORTANT

You need:

1. magazines (fashion)
2. newspapers
3. scissors
4. paste
5. manila 12 x 18

Using magazines or newspapers choose a garment, then look for accessories, such as, jewelry, shoes, scarfs, that might successfully accent the creation. Cut all these pieces out and paste them in an interesting arrangement. Be ready to tell why you made these choices.



FASHION LAYOUT

You need:

1. magazines
2. paste
3. manila 12 x 18
4. scissors

It's pretend time and right now you are a fashion illustrator for a big department store. Your assignment is to look through a few fashion magazines, pick 5 creations and make a layout page to be sent to a leading newspaper for advertisements. Remember you are to try to make the creations look good so they will sell.

PATTERNS!

PATTERNS!

PATTERNS!

You need:

1. manila 12 x 12
2. pencil & eraser
3. crayons

You are a high fashion designer, and you are now going to create your own garment. Now you take an even bigger step and draw the pattern pieces for your creation. Look at your own clothing and investigate the different pieces. Remember to color your creation.

Task Card 8

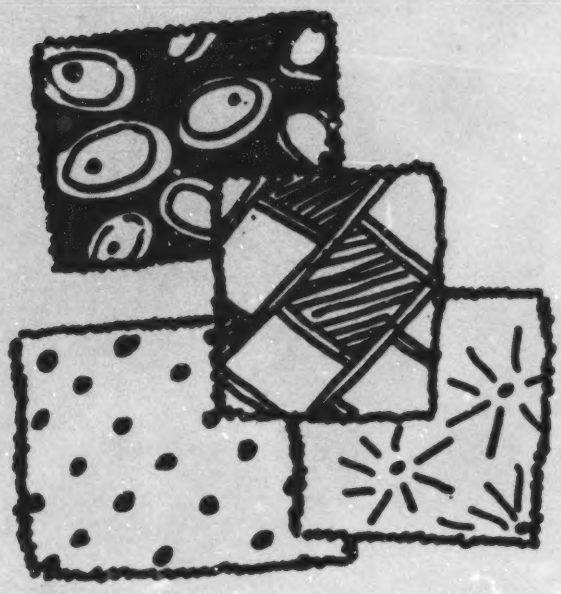
CLOTHES
FOR
DIFFERENT
SEASONS

You need:

1. pencil & eraser
2. manila 9 x 12
3. watercolors
4. material swatches

Choose a season, either summer, winter, fall, or spring. Use your creative ability and design a garment for that particular season. Decide on a color, and whether you will use a heavy or light material. If possible, choose a swatch.

Task Card 9



FABRICS!

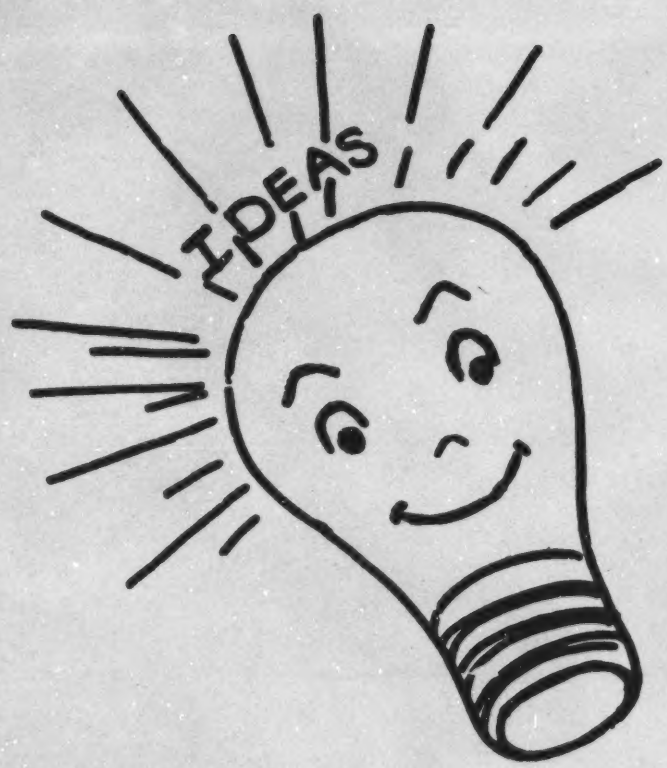
FABRICS!

GALORE!

You need:

1. swatches of material
2. manila 9 x 12
3. scissors
4. paste

Look through material swatches available and choose one for the following occasions; evening wear, sports wear, work, and sleep wear. Paste them on paper, label them for each occasion, and be prepared to tell the class why you made your choices.



FABRIC

DESIGNS

You need:

1. crayons
2. watercolors
3. manila 9 x 12
4. filmstrip - Designing Cloth for Clothes
5. filmstrip projector

Now is your chance to design a creation for a fabric weave. View the filmstrip listed above, now using crayons or watercolors or both, create your own design for a piece of fabric. Look around and observe the different fabrics worn by your classmates to get a better understanding of what you are doing. Good luck!

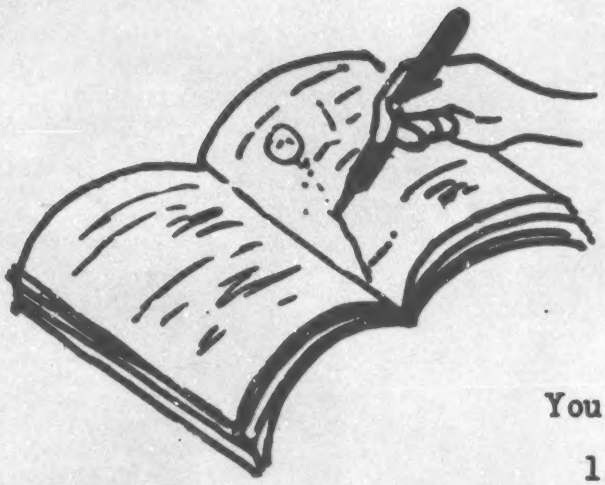
TASK CARD 11

IMAGINATION

You need:

1. pencil; eraser
2. manila
3. watercolors and brush
4. water container

You are costume designer for a movie being filmed. Think of 3 characters that you might have in your play. Choose one of the characters and design a costume. After completion of the costume add color to it by using watercolors. Remember men's costumes, too!

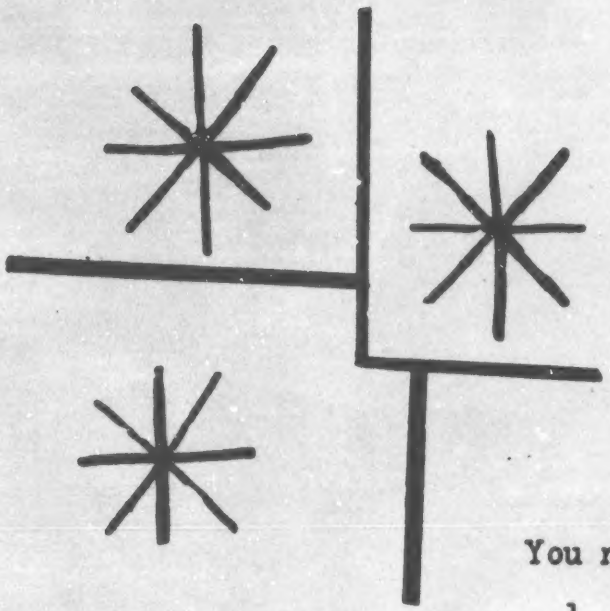


FASHION EDITORS! & PHOTOGRAPHERS

You need:

1. fashion magazines
2. writing paper
3. pencil

On the content page of the magazines you will find a list of all the people working to put a magazine together. Look through as many different kinds of magazines as possible and see how many different fashion editors and photographers you can find. Good luck!



JOBS

JOBS

JOBS

You need:

1. one fashion magazine
2. writing paper
3. pencil

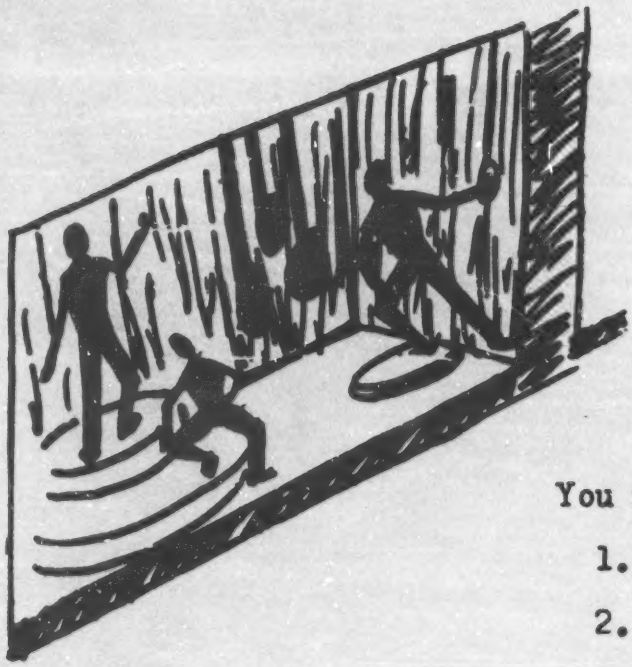
On the content page of your magazine find the area that gives the job and names of people who work for the magazine. Take your paper and pencil and list the jobs, then try in your own words to tell what you think their duties are.

IMAGINATION

You need:

1. swatches of material
2. scissors
3. pins & needle
4. thread
5. paper & pencil

Create your own garment. Study the garment carefully, in order to be able too make the necessary parts. Get material swatches and try to cut out the parts you need. Sew the pieces together and see what you come up with.



DISPLAY

MAN

You need:

1. shoe box
2. crayons
3. magazines
4. scissors
5. paste
6. newsprint
7. any other materials to make your work creative

Using all the materials listed above create your own window display. Use models from magazines and any other material which will help you be creative. Be ready to show the class your product.

HOW CLOTHING

IS MADE

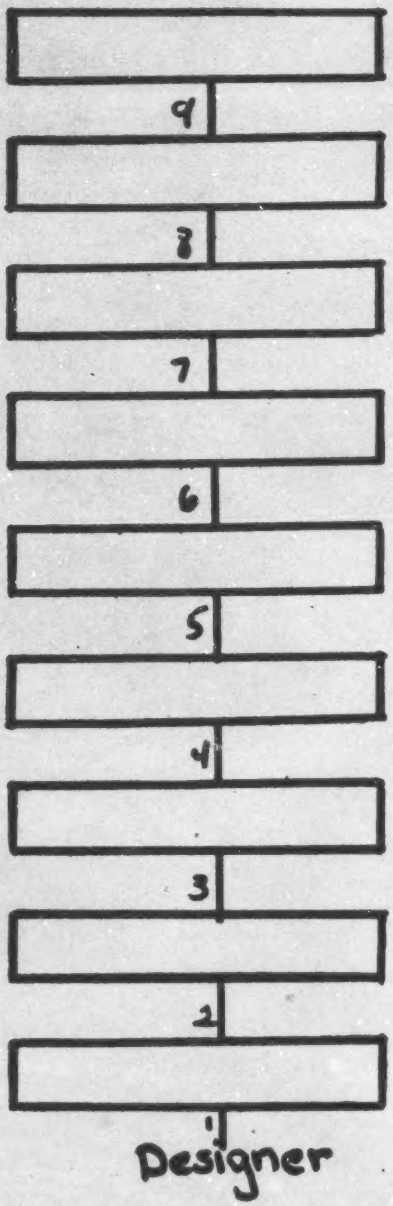
You need:

1. Book - 687 - How We Get Our Clothing - McCall

   or

2. 687 - Your World Let's Visit A Clothing Factory
3. pencil
4. writing paper

Read one or both books listed and write a report on how clothing is made. Be prepared to report your findings to the class.

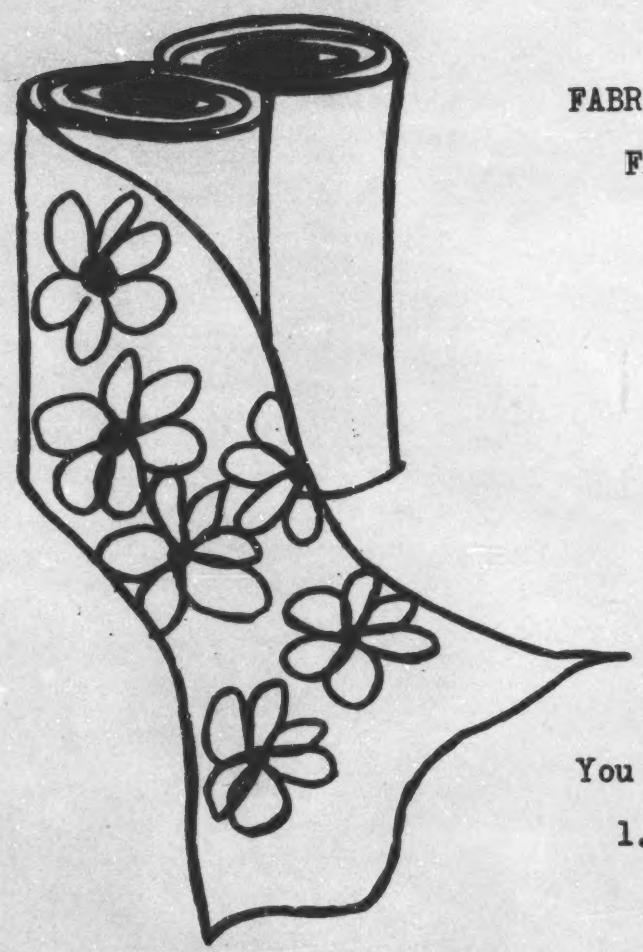


FROM DESIGNER TO BUYER

1. Goes to pattern maker.
2. Samples are made for showing.
3. Muslin sample is made.
4. Company person checks style, and possible profit.
5. After ok other pattern sizes are made.
6. More samples are made for showings.
7. Final inspection.
8. Consumer purchases.
9. Shipped to buyers.

Read the list carefully, when you have finished make a copy of the chart to the left and put the things from the list in order as you think they happen when a designer finishes his creation.

Answer: Designer 3 1 2 4 5 6 7 9 8



FABRIC

FABRIC

FABRIC

You need:

1. 677 - How We Get Our Cloth - McCall

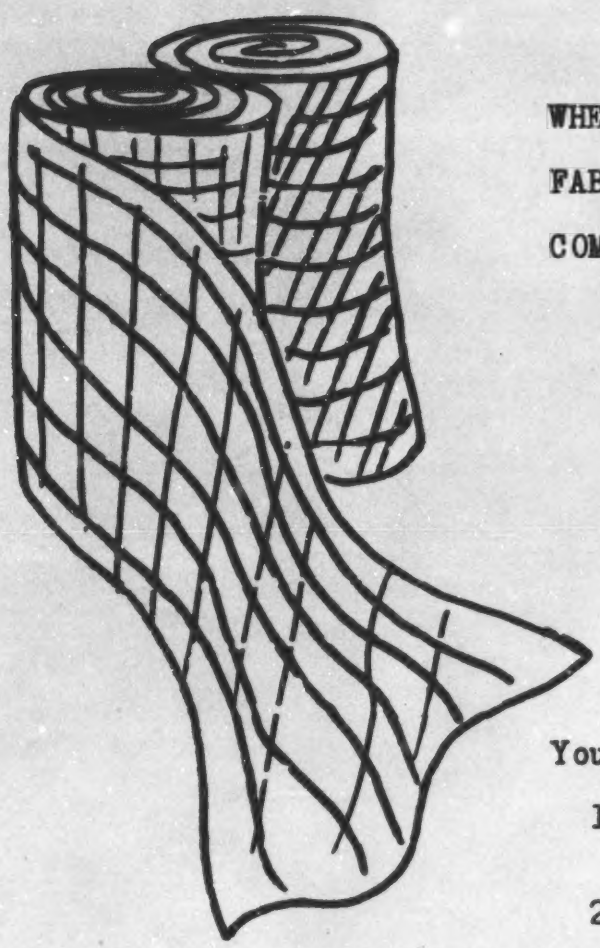
   or

2. 677 - True Book Of Cloth - Nighbert

3. pencil

4. writing paper

Read one or both books listed above and list all the natural resources for material fibers. Be ready to name the source and what kind of material is made from it.



WHERE

FABRIC

COMES FROM

You need:

1. filmstrip - _____
2. filmstrip projector
3. writing paper
4. pencils

View the filmstrip listed above on how fabrics are made, also check in your school library and see how many sources you can find. Make a written report on the information you find. Be ready to report to the class what you find.

LOOK FOR

DESIGNERS

You need:

1. old high fashion pattern books

   or

2. old pattern containers (Vogue)
3. Vogue magazine pattern books
4. scissors
5. paste
6. manila 9 x 12

Look through materials listed above, find pictures of fashion designers, cut one or two of their creations and also cut out the designer's picture. Paste these pictures on paper and if possible find out some information on the designer.

FASHION

PHOTOGRAPHERS

You need:

1. magazines
2. scissors
3. paste
4. manila 12 x 18

Search through magazines and find interesting photographs, of fashions and fashion accessories. Cut out a few of these and arrange them in an interesting way. Be sure to get the photographer's name.

CREATE

YOUR

OWN

MAGAZINE

You need:

1. scissors
2. paste
3. manila paper 12 x 18
4. watercolors and brushes
5. magazines

Today you are going to create your own fashion magazine. You will need a writer, artist and people to put the magazine together. a) One person should observe wearing apparel of classmates and write about it. b) One person should observe wearing apparel of classmates and draw a few sketches. c) One person should design the cover. d) Another person should look through magazines and find samples of clothing which are similar to those worn by classmates. When all tasks are completed two people should be chosen from the group to assemble the book. Have fun!